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ABSTRACT

The purpose of this report was to obtain information on first semester dropouts from Southwest Wisconsin Vocational-Technical Institute (fall semester 1976) and to ascertain their reasons for leaving. A total of 135 individuals received questionnaires; response rate was 52%. Questionnaire items covered dropout characteristics, problems encountered in attending school, enrollment and instructional experiences, and current opinions. Although respondents were split evenly by sex, in proportion to the attending student body (76% males and 24% females), the attrition rate was greater for females than males. The highest attrition rate was for ages 20-25 (31.4%), followed by 28.6% for 18 year olds and 21.4% for 19 year olds. The programs with the highest dropout rates were mechanical drafting (33.3% of total enrollment), food preparation assistant (25%), and retail sales (25%). The main problem dropouts had in financing their education was ineligibility for grants; a high percentage had been employed while enrolled, and many in dropping out opted for immediate employment over education for future employment. Approximately 53% were not interested in attending any school in the future. Less than half felt they had gotten what they wanted from this particular institute. Policy recommendations for dealing with potential dropouts are made on the basis of the findings. (TR)

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FINAL REPORT

Project Number 03.016.151.227

Student Attrition in the Wisconsin VTAE System Pertaining to Southwest Wisconsin Vocational-Technical Institute

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The following is a compilation of data taken from the files of drop-out students in the first semester of the 1976-77 school year. Files used were marked "drop-out", "decided not to attend", those who had attended previously but for some reason were not planning to complete their program, or "attended for some time even as little as one day". Also included were those who had completed a semester but not a program who did not return.

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CHAPTER I

INTRODUCTION

This study is an attempt to discover the reasons behind the attrition for the first semester of the 1976-77 school year. Results from this study will be compiled with results from similar studies completed by Northeast Wisconsin Technical Institute at Green Bay, Fox Valley VTAE District at Appleton, Moraine Park VTAE District at Fond du Lac and North Central Technical Institute at Wausau. A consortium report will be prepared with the hope of helping VTAE districts reduce attrition in their schools and possibly even predict potential drop-outs.

In this study, the data was tabulated based on the percentage of respondents choosing a particular answer as opposed to showing the percentage of times a particular response was chosen. It was felt that figuring percentages in this way would provide a more relevant and accurate barometer for determining the respondent's feelings and his/her motivations for dropping out of school. Information based on respondents tells us something about the opinions of the people answering the survey while percentages of responses tells us only how often that answer was chosen.

CHAPTER II

STATEMENT OF PROBLEM - OBJECTIVES PURSUED

The problems faced in completing this were:

1) To define a "drop-out"

2) To contact the "drop-out" by mail

3) To obtain a response from the "drop-out" indicating the reason for his attrition

4) To compile information from questionnaires returned

5) To make conclusions and recommendations (based on the statistics gained from the questionnaire) which might reduce the rate of attrition at Southwest Tech

The following objectives pursued in this study were:

1) To gain a significant response from "drop-outs"

2) To pinpoint exact courses of attrition

3) To make valid conclusions and practical recommendations which could result in reduced attrition

CHAPTER III

METHODOLOGY & POPULATION (Characteristics)

For the purposes of this study it was decided that a "drop-out" would be any person who had attended Southwest Tech, for as little as one day, and failed to complete his course of study.

A total of 141 (9.9%) of the 1,427 students enrolled at Southwest Tech fit into this category. Of the 141 drop-outs, two left early because of illness, two are in jail and two are deceased. These six students were not incorporated into survey findings. The remaining 135 individuals were mailed a questionnaire (Appendix A) designed to ascertain the specific factors that caused or influenced their decision to dropout. Seventy drop-outs returned their survey for a response rate of 52%.

CHARACTERISTICS OF POPULATION

A) Drop-Outs According to Sex

The responses are split evenly by sex - see Table 1.

TABLE 1

SEX	NUMBER	PERCENT
male	35	50.0%
female	35	50.0

The attending student body at Southwest Tech is comprised of 76% (1,081) males and 24% (346) females. When viewed in comparison with these enrollment figures, the female drop-out rate is proportionately much greater than the male drop-out rate. The 35 female respondents comprise 10.1% of the total female enrollment. There may be several reasons for a higher female drop-out rate. Men are called on more frequently to support families and they may feel a greater need for education, or maybe women are not stimulated by traditional

female occupations and they choose to drop-out rather than pursue career interests in an untraditional area. Whatever the reason, the female drop-out rate is alarmingly high and warrants further exploration.

B) Drop-Outs According to Age

Table 2 compares drop-outs by age.

TABLE 2

AGE	NUMBER	PERCENT
16-17	4	5.7%
18	20	28.6
19	15	21.4
20-25	22	31.4
26-30	2	2.9
31-40	5	7.1
Over 40	2	2.9

The highest drop-out rate is in the 20-25 age group. This group may be feeling the need to be employed greater than the need for further education. It is not surprising our second (28.6%) and third (21.4%) largest groups are the 18 and 19 year olds as they comprise the majority of our students.

C) Drop-Outs According to Marital Status

TABLE 3

Marital Status	Number	Percent
single	53	75.7%
married	11	15.7
separated	4	5.7
divorced	2	2.9

It is interesting to note, in Table 3, the proportionately high percentage of drop-outs among married students (15.7%). The attending student body is comprised of about 13% married students.

Again, we have evidence that jobs sometimes take priority over education for the older or married students. There may be other problems related to the

family situation that prohibits attendance. One often stated reason is transportation. For a young couple with only one car, that vehicle may be the only means of transportation to a job and is not available for the person going to school.

D) Drop-Outs According to Program

The following table (Table 4) shows student withdrawal by program and by type of degree. The vocational diploma program had the largest percentage of drop-outs. This may be because the certificate program is short enough to hold interest, while the associate degree program is taken with a more serious commitment.

TABLE 4

PROGRAMS	ENROLLED	DROPS	% OF ENROLLMENT
LESS THAN ONE YEAR CERTIFICATE PROGRAMS	737	10	1.4%
All-Around Butcher	49	-	-
Farm Training	559	-	-
Home Management Assistant	9	-	-
Meat Inspector	-	-	-
Mechanical Schematics	4	-	-
Nursing Assistant	66	4	6.1
Service Station Attendant	-	-	-
Vocational-Technical Development	35	4	11.4
Ward Clerk	15	2	13.3
ASSOCIATE DEGREE PROGRAMS	179	14	7.8%
Business Administration-Accounting	44	6	14.0
Business Administration-Finance	11	-	-
Farm Operator Technician	27	1	3.7
Food Service Management	19	1	5.3
Machinery, Parts & Sales	17	4	24.0
Marketing	15	-	-
Municipal Engineering Technician	17	1	5.9
Secretarial Science	24	1	4.2
Secretarial Science, Legal	5	-	-
VOCATIONAL DIPLOMA PROGRAMS	511	46	9.0%
Account Clerk	18	-	-
Agricultural Buildings Service	21	-	-
Agri-Equipment Service	6	-	-
Agricultural Mechanics	63	7	11.1
Appliance Service	25	-	-
Auto Body	24	1	4.2

TABLE 4 (continued)

PROGRAMS	ENROLLED	DROPS	% OF ENROLLMENT
VOCATIONAL DIPLOMA PROGRAMS (continued)			
Automotive Mechanics	58	5	8.6%
Business Machines	16	2	12.5
Clerk-Typist	31	4	13.0
Cosmetology	26	5	19.2
Dairy Processing Equipment Mechanic	-	-	-
Food Preparation Assistant	20	5	25.0
Home Furnishings Assistant	10	-	-
Mechanical Drafting	9	3	33.3
Municipal Services Aide	-	-	-
Practical Nursing	27	2	7.4
Production Agriculture	90	-	-
Recreational Equipment Service	15	1	6.7
Retail Sales	8	2	25.0
Stenography	12	2	17.0
Welding	32	7	22.0

As you can see, the three programs with the highest attrition rates are Mechanical Drafting (33.3%), Food Preparation Assistant (25.0%) and Retail Sales (25.0%). It might be of value for the programs with higher attrition rates to study this problem from the view point of the individual course.

E) Housing Situation of Drop-Outs

It looks as if the distance factor may be linked to attrition. This is probably to be expected and is an area over which the school has little or no control. See Table 5.

TABLE 5

SITUATION	NUMBER	PERCENT
Stay at home and commute over 15 miles one way	29	41.4%
Rent an apartment in the school's area	16	22.9
Stay at home and commute less than 15 miles one way	15	21.4
Rent a room in the school's area	10	14.3

CHAPTER IV

The questionnaire consisted of 29 questions and can be broken down into the following areas:

A) Characteristics of drop-outs

B) Problems encountered by the "drop-out"

C) Enrollment experience

D) Instructional experience

E) Current opinions

Each area will be discussed separately with recommendations specific to that section. Additional comments can be found in the appendixes as noted.

A) Characteristics of Drop-Outs

The characteristics of drop-outs will not be discussed again as they are examined in Chapter III.

B) Problems Encountered by the Drop-Out

The following survey questions deal with problems encountered by students thus causing them to drop-out.

1. Question #5: Was transportation a major problem while you were attending school?

TABLE 6

RESPONSE	NUMBER	PERCENT
Yes*	11	15.7%
No	59	84.3

*See Appendix B-1 for explanation of "yes" answer.

2. Question #6: Were you making car payments while attending school?

TABLE 7

RESPONSE	NUMBER	PERCENT
Yes	23	32.9%
No	47	67.1

3. Question #9: Did financial reasons cause you to leave school?

TABLE 8

RESPONSE	NUMBER	PERCENT
Yes*	20	28.6%
No	50	71.4

*See Appendix B-2 for comments on "yes" answer.

4. Questions #10: If finances were a problem why did you not seek financial aid?

TABLE 9
(N 20)

RESPONSE	NUMBER	PERCENT
I did, was turned down	10	50.0%
Did not know it was available	3	15.0
Process too complicated	3	15.0
Must give too much private information	2	10.0
Other*	19	95.0

*See Appendix B-3 for comments listed under "other".

5. Question #20: If there is one reason you could pick for leaving school early, what would it be?

TABLE 10

REASONS FOR TERMINATION	NUMBER	PERCENT
Has a job	16	22.9%
Interest not there for program, wrong program	9	12.9
Money	8	11.4
Lack of interest (usually means motivation or attitude)	6	8.6
Not challenged	6	8.6
Personal problems	4	5.7
Health	2	2.9
Work is low, failing, no progress	2	2.9
Going to another school	2	2.9
Miscellaneous	2	2.9
Attendance problems	1	1.4
Getting married	1	1.4
Did not like school	1	1.4
Teacher	1	1.4
No answer	9	12.9

6. Question #22: I would have remained if I had:

TABLE 11
(N 70)

RESPONSE	NUMBER	PERCENT
Financial Aid	14	20.0%
Different Method of Instruction*	10	14.3
More help with my problems	10	14.3
Better classes	8	11.4
Better instructors	8	11.4
Better schedule	5	7.1
Better counseling	4	5.7
More counseling	3	4.3
Other*	22	31.4

*The comments are listed in the Appendix B-4.

To summarize, the problems faced by students resulting in their attrition are:

Transportation is a factor in attrition but not as large a factor as might be expected.

A high percentage of drop-outs (32.9%) are making car payments and consequently having financial problems.

The main barrier drop-outs encountered with finances was the fact that they are from families not eligible for aid.

Students are leaving Southwest Tech because they have to choose between supporting themselves and their families and school- to them, there is no alternative.

They are not eligible for aid, not able to secure part-time employment and unwilling to apply for a loan.

RECOMMENDATIONS

It looks as if students need help handling and budgeting their finances. Even students who were receiving aid, dropped out because of financial difficulties. The drop-out evidently lacks budgeting skills and possibly some type of budgeting indoctrination could be incorporated into the orientation classes. It might be beneficial for the financial aids office to survey students to determine basic monthly expenditures. The results of this study could serve as a guideline for incoming students.

There has been repeated requests for part-time employment. There is not much the school can do if the student is not eligible for work-study - the school cannot employ them. Maybe their schedule could be made more compact enabling them to have more time for a job.

C) Enrollment Experience

The following questions from the survey deal with the enrollment experience of the drop-out. Possibly they will give us a clue as to what caused their attrition.

1. Question #11: Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?

TABLE 12

RESPONSE	NUMBER	PERCENT
Yes	59	84.3%
No*	11	15.7

*Elaboration of the "no" answers contained in Appendix B-5.

2. Question #12: Did you enroll in the program which you originally wanted:

TABLE 13

RESPONSE	NUMBER	PERCENT
Yes	60	85.7%
No, I was counseled into another one	2	2.8
No, my first choice was filled	2	2.8
No, other*	6	8.7

*Additional comments to "no" answers are included in Appendix B-6.

3. Question #13: Do you feel you were forced to take courses you had no need for?

TABLE 14

RESPONSE	NUMBER	PERCENT
Yes*	23	32.9%
No	47	67.1

*A list of replies to the "yes" answer are contained within Appendix B-7.

4. Question #14: When you began school, were you able to take the courses you wanted?

TABLE 15

RESPONSE	NUMBER	PERCENT
Yes	60	85.7%
No*	10	14.3

*Additional comments to "no" answer listed in Appendix B-8.

5. Question #15: When you began school, were you able to get the time schedule of classes you wanted?

TABLE 16

RESPONSE	NUMBER	PERCENT
Yes	57	81.4%
No*	13	18.6

*Additional comments to "no" answer listed in Appendix B-9.

6. Question #18: Why did you enroll in vocational, technical school?

TABLE 17

RESPONSE	NUMBER	PERCENT
Wanted skills to get a job	38	54.3%
Was not sure what I wanted to do so thought I would try school	10	14.3
Could not find a job and decided school was a good alternative	9	12.9
Wanted a degree in the program I enrolled in	8	11.4
Friends talked me into it	4	5.7
Counselor directed me	3	4.3
Parents forced me to go	3	4.3
Other*	8	11.4

*List of "other" answers contained in Appendix B-10.

7. Question #19: Did you have any goal in mind when you entered Southwest Tech?

TABLE 18

GOAL IN MIND	NUMBER	PERCENT
One Year Diploma	13	18.6%
Get courses needed to get a job	32	45.8
Two Year Diploma	6	8.6
None	7	10.0
Get GED	1	1.4
Associate Degree	7	10.0
Be a Bricklayer	1	1.4
Get Certified	1	1.4
Skills to get a Job	1	1.4
Be qualified to run a farm	1	1.4

In conclusion, the drop-out faces different kinds of problems during their enrollment at Southwest Tech.

A large majority of the drop-outs answered positively when questioned about their program choices and schedules. Eighty-five point seven percent (85.7%) stated yes they were able to take the courses they wanted and 81.4% had a schedule that was convenient. However, a significant number (32.9%) of drop-outs did feel they had been forced to take courses for which they had no need.

Although a majority were able to get the time schedule they wanted, about one-fifth (18.6%) of the drop-outs felt they did not receive a suitable time schedule for their classes.

It is interesting to note in question #18 that 54.3% of the drop-outs wished to acquire skills to get a job as opposed to 11.4% who wished to acquire a diploma. Also under question #19, 45.8% of the drop-outs indicated their goal was to get courses needed to get a job.

RECOMMENDATIONS

If students are unhappy about the required courses perhaps a greater effort should be made to let the student make choices. Students should be given the latitude to make personal decisions with regard to the courses they take. However, if the student wants a diploma, he/she must understand the requirements needed to earn that diploma.

Maybe too great an emphasis is placed on the diploma. We should either change our attitude toward the diploma here at Southwest Tech, or else make a greater effort to "sell" it to the incoming student.

D) School Experience

The following questions from the survey deal with experiences drop-outs had while enrolled in school. Again we may pick up further clues to their discontent.

1. Question #8: Were you employed while attending school?

TABLE 19

RESPONSE	NUMBER	PERCENT
No	42	60.0%
Yes, work-study job at school	12	17.1
Yes, less than 20 hrs/wk	8	11.4
Yes, more than 30 hrs/wk	5	7.2
Yes, between 20 hrs and 30 hrs/wk	3	4.3
Total unemployed	42	60.0%
Total employed	28	40.0

2. Question #16: When you began school, did the classes meet your expectations?

TABLE 20

RESPONSE	NUMBER	PERCENT
Yes	35	50.0%
No, they were tougher	11	15.7
No, but the reasons are varied	11	15.7
No, (explain)*	7	10.0
No, they were easier	5	7.2
Did not respond	1	1.4
Total satisfied with classes	35	50.0%
Total dissatisfied with classes	34	48.6
Total not responding	1	1.4

*Explanations to "no, explain" are contained within the Appendix B-11.

3. Question #17: Please circle all the student organizations you participated in while in technical school.

TABLE 21

RESPONSE	NUMBER	PERCENT
Department Club	1	1.4%
Student Governing Board	1	1.4
None	61	87.1
Other*	2	2.9
Did Not Respond	5	7.2

*Explanation of "other" response in Appendix B-12.

4. Question #23: Do you think the faculty and staff tried to help you stay in school?

TABLE 22

RESPONSE	NUMBER	PERCENT
Yes	35	50.0%
Yes, but not very much	5	7.1
No	17	24.3
No, I was just another number	5	7.2
Other, please specify*	7	10.0
Did not respond	1	1.4
Total Yes	40	57.1%
Total No	22	31.4

*The comments listed under "other" are contained with the Appendix B-13.

RECOMMENDATIONS

In general, drop-out students did not face any insurmountable obstacles within his/her actual school experience. For the most part, drop-outs complained little about teachers and classes.

It was discovered however, that 40% of the drop-outs were employed while enrolled at Southwest Tech. This seems to be a relatively high percentage and may be a contributing factor to attrition. It is an accepted fact that employment while attending school has positive and negative effects. While it does provide the student with much needed financial support it also takes up valuable study time. The student should be warned about the possible affects employment has on classwork and he/she should be counseled into applying for a loan if eligible.

Satisfaction with classes was 50/50 - half the drop-outs were satisfied and half were not. Possibly, the counselor and the teacher will have to combine forces to alleviate this problem. The teacher has to be aware of dissatisfaction before he can remedy it and the counselor is sometimes the first to know of dissatisfaction.

An overwhelming 87.1% of the drop-outs were not involved in student organizations. Maybe Southwest Tech should approach the student to get them involved instead of the student approaching the organization. During registration, the enrollee could indicate areas of interest and a representative of an organization related to the student's interest could seek out the enrollee and explain the function of the organization. An extra-curricular activity just might make school more pleasant for some, thereby providing a motivational factor for the student to remain in school.

Fifty-seven percent (57.0%) of the drop-outs felt instructors had tried to keep them in school. This definitely makes a positive statement about the quality of instructors at Southwest Tech. They should be commended for their efforts and encouraged to keep up this type of concern for the individual.

E) Current Opinions

Attention will be turned now to the attitudes drop-outs presently hold. The following section deals with survey questions concerning current opinions.

1. Question #4: Please indicate your present status.

TABLE 23

PRESENT STATUS	NUMBER	PERCENT
Employed full-time	25	35.7%
Employed part-time	13	18.6
In military service	2	2.9
Homemaker	5	7.1
Attending college or university	1	1.4
Attending a technical institute	3	4.3
Seeking employment	16	22.9
Other*	5	7.1

*"Other" comments contained within Appendix B-14.

2. Question #21: Do you wish you could have remained in school?

TABLE 24

RESPONSE	NUMBER	PERCENT
Yes	37	52.9%
No	28	40.0
No response	5	7.1

3. Question #24: Do you plan to attend this school or any other in the near future?

TABLE 25

RESPONSE	NUMBER	PERCENT
Yes, this technical school	9	12.9%
Yes, another technical school	8	11.4
Yes, a university or college	4	5.7
No	37	52.9
Did not respond	12	17.1

4. Question #25: What do you think of the vocational, technical school?

TABLE 26

RESPONSE	NUMBER	PERCENT
Just right	35	50.0%
Too much like high school*	9	12.9
Did not meet my needs*	7	10.0
Too big and confusing	--	-
Other*	19	27.1

*Further explanation to responses are contained with the Appendix B-15.

5. Question #26: Did you get what you wanted from this school?

TABLE 27

RESPONSE	NUMBER	PERCENT
Yes	33	47.2%
No*	26	37.1
Did not respond	11	15.7

*Explanation to "no" answer contained in Appendix B-16.

6. Question #27: What could this school do to offer better services to you?

Since some of these comments are quite lengthy they are contained within Appendix B-17. There are varied comments and no summary can be made from them.

7. Question #29: Please take a few minutes and write down anything you think was not asked but should be commented on.

Again, the comments were lengthy and no attempt was made to summarize the remarks. They are contained within the Appendix B-18.

In summarization, the following conclusions can be drawn with regard to current opinions:

Over half of the drop-outs are currently employed either full- or part-time. Another 23% are seeking employment.

A slight majority of the drop-outs did indicate they wished they could have remained in school.

Most drop-outs are not interested in attending any school in the future (52.9%). More are interested in attending this vocational school than another technical school or college.

Half the drop-outs felt the vocational school was "just right". Quite often drop-outs criticized the mandatory attendance policy of some instructors.

Almost half the drop-outs felt they had gotten what they wanted from this vocational school.

RECOMMENDATIONS

Since so many of the drop-outs are now employed and employment is the goal of vocational education, should we concern ourselves further with this group. The type of employment they have secured may be the deciding factor here. Even though they did drop-out, maybe we did provide the assistance they needed to make a career decision. We should not be disappointed or feel we have failed if the individual quits school to take a job of his/her choice.

We should have a list of all drop-outs who indicate they would be interested in future attendance at Southwest Tech. After an interval (maybe 1 year) they should be contacted and encouraged to return to school.

There isn't much the school can do to ease the problem of resentment over attendance policies, as this has been left up to the instructor, other than to enforce a uniform, school-wide attendance policy. However, if students were aware of the attendance policy upon enrolling at Southwest Tech, there may be fewer gripes.

Many times a student cited a particular class or program which did not meet his/her needs. It might be helpful if the teacher and division chairperson were given copies of questionnaires concerning their own areas. They would be the best judge of whether or where improvements are needed.

CHAPTER V

CONCLUSIONS

1. Females have proportionally higher attrition rates than males.
2. The highest drop-out rate is for the age group 20-25.
3. The percentage of those married among drop-outs is greater than those married among persistors.
4. The vocational diploma program had the largest percentage of drop-outs.
5. The programs with highest attrition rates are Mechanical Drafting, Food Preparation Assistant, and Retail Sales.
6. The highest percentage of drop-outs stay at home and commute over 15 miles one way.
7. A high percentage of drop-outs are making car payments.
8. The main problem drop-outs had financing their education was ineligibility for grants.
9. Drop-outs are choosing immediate employment over education for future employment.
10. Most drop-outs felt they had been forced to take unnecessary courses.
11. Most drop-outs were satisfied with their program choices and schedules.
12. Most drop-outs were more interested in obtaining skills for employment than obtaining the certificate or diploma.
13. A high percentage of drop-outs were employed while attending Southwest Tech.
14. Almost none of the drop-outs were involved in any extra-curricular activities while at Southwest Tech.
15. Over half the drop-outs felt their instructors had tried to keep them enrolled.
16. A slight majority of the drop-outs indicated they wished they could have remained in school.
17. Many drop-outs (52.9%) are not interested in attending any school in the future.
18. Mandatory attendance was criticized often by drop-outs.
19. A little under half the drop-outs felt they had gotten what they wanted from this vocational school.

Table 28 summarizes the statistical data for each of the 70 respondents who participated in this survey. The codes listed below will aid in the interpretation of the data.

Atl	Attendance Problems
LI	Lack of Interest
J	Has a Job
LJ	Looking for a Job
M	Money
H	Health
WP	Wrong Program
PP	Personal Problems
C	Not Challenged
N.P	Work is Low, Failing, no Progress
GM	Getting Married
Sch	Going to Another School
Mis	Miscellaneous
DLS	Did Not Like School
Te	Teacher
NA	No Answer

CHAPTER VI

RECOMMENDATIONS

1. Students need help handling their finances. They might be able to benefit from budgeting skills being incorporated into their classes early in the fall semester.

2. As much as possible, schedules should be made convenient for those students employed part-time and those riding with others.

3. Institutional evaluation of the diploma or certificate - is it really so important? or is it more important for students to choose their own needs?

4. Possibly the "loan" (as opposed to a grant) could be more effectively "sold" to the student.

5. The instructor should be informed immediately when dissatisfaction with a class is voiced. Many times the counselor will be the first to know of dissatisfaction.

6. Campus organizations should seek out interested students instead of vice versa. Possibly the student could indicate his interests sometime during enrollment.

7. Instructors at Southwest Tech should be commended for the concern they have shown the individual student especially in encouraging a drop-out to stay in school.

8. Re-evaluate our own attitudes about job-outs - maybe they should be considered our successes instead of our failures.

9. We should have available a list of any drop-outs who indicated they would be interested in future attendance at Southwest Tech. They should be contacted after a reasonable interval of time.

FUTURE STUDY

1. A study of a similar nature might be conducted by individual departments. This might be the most practical method of initiating changes if any are needed. The comments of a drop-out are as important as the comments of graduates.

2. Telephone follow-up of the survey proved worthwhile and might be used again.

3. A study of female drop-outs may provide some insight to the proportionately high female drop-out rate.

Southwest Wisconsin Vocational-Technical Institute

Bronson Boulevard
Fennimore, Wisconsin 53809
Phone: 608-822-3262

Date: _____

Name _____

Address _____

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or wherever else (on the back of the sheet) there is room.

1. How old are you right now? _____ Yrs. old.

2. Sex
   1. male
   2. female

3. Marital status while at school:
   1. Single
   2. Married
   3. Divorced
   4. Separated
   5. Widowed

4. Please indicate your present status:
   1. Employed full-time
   2. Employed part-time
   3. In military service
   4. Homemaker
   5. Attending a college or university full-time
   6. Attending a technical institute full-time
   7. Seeking employment
   8. Other (please specify) _____

5. Was transportation a major problem while you were attending school?
   1. No
   2. Yes (please explain) _____

6. Were you making car payments while attending school?
   1. Yes
   2. No

7. While attending vocational, technical school did you:
   1. Stay at home and commute less than 15 miles one way
   2. Stay at home and commute over 15 miles one way
   3. Rent a room in the technical school's area
   4. Rent an apartment in the school's area
   5. Other (please explain) _____

8. Were you employed while attending school?
   1. No
   2. Yes, workstudy job at school
   3. Yes, less than 20 hours per week
   4. Yes, between 20 hours and 30 hours per week
   5. Yes, more than 30 hours per week

9. Did financial reasons cause you to leave school?
   1. No
   2. Yes (please explain)_____
      _____

10. If finances were a problem why did you not seek financial aid?
   1. I did but was turned down
   2. Did not know it was available
   3. Process too complicated
   4. Must give too much private information
   5. Other (please specify)_____
      _____

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?
   1. Yes
   2. No (please explain)_____
      _____

12. Did you enroll in the program which you originally wanted?
   1. Yes
   2. No, I was counseled into another one
   3. No, my first choice was filled
   4. No, (other)_____
      _____

13. Do you feel you were forced to take courses you had no need for?
   1. No
   2. Yes (which ones)_____
      _____
      _____
      _____

14. When you began school, were you able to take the courses you wanted?
   1. Yes
   2. No (if not, why not?)_____
      _____

15. When you began school, were you able to get the time schedule of classes you wanted?
   1. Yes
   2. No (if not, why not?)_____
      _____

16. When you began school did the classes meet your expectations?
    1. Yes
    2. No, they were tougher
    3. No, they were easier
    4. No, but the reasons are varied
    5. No (please explain)_____
    _____

17. Please circle all the students organizations you participated in while in Technical school:
    1. None
    2. Departmental club
    3. Student Governing Board
    4. Other_____
    _____
    _____
    _____
    _____

18. Why did you enroll in Vocational, Technical school?
    1. Parents forced me to go
    2. Counselor directed me
    3. Friends talked me into it
    4. Could not find a job and decided school was a good alternative
    5. Wanted skills to get a job
    6. Wanted a degree in the program I enrolled in
    7. Was not sure what I wanted to do so thought I would try school
    8. Other (please specify)_____

19. Did you have any goal in mind when you entered Tech?
    1. No
    2. Yes, an associate degree
    3. Yes, a 2 yr. diploma
    4. Yes, a 1 yr. diploma
    5. Yes, to get the courses I needed to get a job
    6. Other (please specify)_____
    _____

20. If there is one reason you could pick for leaving school early, what whould it be?
    _____
    _____
    _____

21. Do you wish you could have remained in school?
    1. Yes
    2. No

22. I would have remained if I had:
    1. more counseling
    2. better counseling
    3. more help with my problems
    4. better schedule
    5. better classes
    6. better instructors
    7. financial aid
    8. different method of instruction (please explain)
    _____
    _____
    9. Other (please specify)_____
    _____

23. Do you think the faculty & staff tried to help you stay in school?
    1. Yes
    2. Yes, but not very much
    3. No
    4. No, I was just another number
    5. Other (please specify)_____
    _____

24. Do you plan to attend this school or any other in the near future?
    1. Yes, this technical school
    2. Yes, another technical school
    3. Yes, a university or community college
    4. No

25. What do you think of the Vocational, Technical school?
    1. Too much like high school (please explain)_____
    _____
    2. Too big and confusing
    3. Just right
    4. Did not meet my needs (please explain)_____
    _____
    5. Other (please specify)_____
    _____

26. Did you get what you wanted from this school?
    1. Yes
    2. No (if not, please explain what you wanted and why you did not get it)_____
    _____
    _____
    _____

27. What could this school do to offer better services to you?

    _____
    _____
    _____
    _____

28. Please list all the courses you took and then rate them on the scale to the right by circling the appropriate number.

COURSE TITLE	EXCELLENT		AVERAGE		POOR
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU: Your assistance is greatly appreciated. If you believe you could assist us more by coming in and explaining in person what problems caused you to leave, please make an appointment and do so.

5. Was transportation a major problem while you were in school?

Yes (please explain)

had car trouble often

no money for gas

I had to buy a car

distance

I do not have a driver's license

ever since I left Fennimore

the bus did not run the last 2 months - it's a long walk from town

MVI charge

girl who said she would share rides with me kept saying her car was broke down so she wouldn't have to drive

different schedules made rides with others hard to get

do not have my driver's license or a car and lived sometime in Lancaster where it was hard to get a ride

9. Did financial reasons cause you to leave school?

Yes (please explain)

I had to get married

no money for gas or lunches

I couldn't get a loan

I never heard from my grant

too many bills

I could not afford to live in town near school so I moved back home

I don't have any money this year

had a problem paying living expenses and going to school

because of OMVI and commuting from Platteville to Fennimore daily

kept having to borrow money

because I could make more money working than going to school

they thought that Madison would be better as far as facilities

I'm not rich or poor, I'm middle class - it cost too damm much!!!

since reuniting with my husband I could not longer obtain welfare

it was a reason - not just the tuition expenses but everyday expenses

yes and no - I did not care for the nurses aid course and the expense it had at this time

trying to support three children on CETA

10. If finances were a problem why did you not seek financial aid?

Other (please specify)

I didn't think I could afford to support a family while in school.

I like to make it on my own without help.

I did but did not hear anything.

Didn't need it.

Parents make too much money for me to be eligible.

I had it but not enough - I live in Barneveld and work on a farm.

CETA was on my side, but it wasn't enough.

Because of past personnel problems in Galena, IL.

Grant was too late to attend.

Did but aid took so long to get I ran out of people to borrow from.

No they weren't but they all know, I would appreciate it if I could have my money back.

Did, but was not enough to be supported.

I did get financial aid but still wasn't enough for car payments and other bills plus going to school needs.

Could not get a Basic Grant because my parents made too much money.

I have a curse on me. My dad works at John Deere which is presently on strike.

I was already involved on Grants but didn't know if anything else was available.

22. I would have remained if I had:

different method of instruction (please explain)

In math.

More help from them.

I am visually handicapped and its hard to keep up with the rest of the class.

Not running one class into another.

I mean someone who understands the situation of the person.

Other (please specify)

A good part-time job.

The class I wanted and you don't have it.

Not of gotten a job.

No intention of marriage.

Not interested.

More activities outside the classroom.

I needed more time to understand things new.

The course was better run and the administration knew what to do and what was going on.

Divorce

Been able to come into the school with my personal affairs more in order.

If the course had been offered that I'm interested in.

More things to do with my spare time between classes.

If I was more interested in the course.

Better information about classes so I knew what I was getting into.

Not gotten pregnant and was getting married.

I just felt because I found a job & not because any poor counseling or schedule etc. I really didn't believe I was suited for that career.

My fiance closer to home.

If I had had more money saved in the bank.

Had not had emergency surgery.

And also I didn't get a lot of help even when talking to you.

If I liked school better and if I could make friends easier
I was too shy.

If there had been a data processing class in Fennimore.

I didn't have so many pressures.

If my husband had a job in this area and not West Bend, WI.

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?

No (please explain)

I would have liked to know more about the program.

Does any student fresh out of high school that goes to Fennimore really know what he or she wants out of life?

No, because I feel I was misinformed about the class.

I really didn't know about all the programs but mostly I didn't know what the programs detailed or consisted of.

But my plans changed later on through the year.

In my high school they concentrated more on college than tech and the booklets I got from there never explained that much to me.

Told it would be a hard course.

12. Did you enroll in the program which you originally wanted?

No, (other)

Trowel Trades, nearest school of my knowledge is in Madison

misunderstanding

I learned that the course that I did take that more job openings existed

I originally wanted to go to floral school, but was talked into going here.

my parents insisted on drafting

I changed my mind

they thought I would get more out of the facilities here

13. Do you feel you were forced to take courses you had no need for?

Yes (which ones)

Ag. Mechanics - sociology, theory and shop lab

Food Prep. - math

Food Prep. - math and English

Machinery Parts - electricity, environmental control

Auto Mechanics - English

Ag. Mechanics - English, math and small engines

Auto Mechanics - English

Ag. Mechanics - job relations

Machinery Parts - machinery parts

Welding - English

Machinery Parts - ag. equipment (shop)

Ag. Mechanics - human relations

Muni. Eng. - auto mechanics

Clerk-Typist - English

Clerk-Typist - I wasn't forced to take those courses but there were some I did not want to take. I was not interest in them.

Cosmetology - Why have to know about all the growths of hair and things that aren't even needed to know in the years to come.

Bus. Adm. Acctg.- records management.

Ward Clerk - typing

Bus. Adm. Acctg. - human relations

Food Prep. - math

Cosmetology - communications

14. When you began school, were you able to take the courses you wanted?

No (if not, why not?)

Because you didn't have the course I wanted.

Had to take certain classes.

It wasn't offered, but in accounting the courses were the ones I expected.

You were told.

It was supposedly filled.

I didn't enjoy manufacturing processes.

The hours were not right for my working hours.

15. When you began school, were you able to get the time schedule of classes you wanted?

No, (if not, why not?)

Had to take certain classes.

They just give you a schedule and you had no choice.

Too much waiting around in the middle of the day. Had to be to school early for a class then wait two or three hours till next class then wouldn't get home at night til 6 o'clock or after.

I was given a schedule and wasn't informed I could pick my own schedule.

They gave me too many free hours before I started working.

They offered it only one hour.

No they did not go to all the bother as far as switching around.

Because of taking communications it took longer to complete the hours needed.

18. Why did you enroll in Vocational, Technical school?

Other (please specify)

To get my G.E.D. I have to have it before I can enroll at MATC.

Wanted to learn more in the Ag. Mechanics field.

To better my knowledge.

Need knowledge for the farm.

I got $254.00 a month fron Social Security and $68.00 a week from CETA - pretty good huh. I cleared $1,600.00.

I thought I would get an education.

Parents talked to me and I thought it would be a good idea but didn't really care for it.

Combination of listed reasons.

Want training to open my own store.

16. When you began school did the classes meet your expectations?

No (please explain)

Too many people wanted to play around in class.

I felt the instructor could have been more help to the student (always busy).

Some classes didn't teach what was stated in the handbook.

Some of the teachers were not right for the class.

Last year I liked them and learned from Mr. Hillmer but the teachers this year did not teach as well.

Typing was ridiculous.

17. Please circle all the student organizations you participated in while in Technical school:

Other

W.T.I.A.

Bowling

Basketball

Pool

Foozeball

Olympics

Volleyball

23. Do you think the faculty and staff tried to help you stay in school?

Other (please specify)

They were very helpful in helping me seek a school that holds the course that I am going to take.

At one time I was completely out of money, all the school would give me was $10.00 to eat (a week) wash my clothes and courage. At the time I had body lice and couldn't even afford to get rid of them. Greg knew I was getting S.S. why was I forced to live like a rodent.

Those who tried couldn't do anything those that could wouldn't.

When I found I was in the wrong field and I knew I wanted something different I couldn't get into what I wanted so I decided to quit.

I wasn't coming back for same course so I don't think anyone knew it.

They couldn't really say anything, it was my decision.

4. Please indicate your present status:

Other (please specify)

30% permanent disability retired military.

Helping at home.

Getting married in January.

Found a job.

No job.

I am recently helping at home and then will be seeking employment.

Am in the process of transferring to school in the Madison area.

25. What do you think of the Vocational, Technical school?

Other (please specify)

It was a bad course I was taking.

Doesn't have the course I want for my future.

Not enough dairy.

Some of the teachers didn't like you late.

Too many courses that are not important.

Too much financial aid given out.

Teachers get the touch of power and turn into a god - not all but a %.

But that's good because you meet people easier and actually get to know them better than you do at college.

Okay, as far as classes are concerned. But not well organized.

I think that there are a few people in position they shouldn't have (so do many others)

Nothing to learn.

Very good school.

Didn't have the course I wanted but otherwise it was just fine.

O.K. for guys but not so much for girls.

It was a nice school. I just was not interested in it at this time.

It wasn't too big and confusing for me but it must be for you because you didn't even know I had dropped, you couldn't find my file and you thought I was a male.

Too many basics, should just take main courses.

Too much like high school.

I really wasn't acquainted with the school itself.

I find it a very nice school. It's more on the job training than like school.

Didn't actually go to vocational school.

They hassled you about coming I am paying for it and if I miss a day I should be told and not my parents.

Too hard to make friends.

It was all right except for the 3 day thing. I think if a person is paying to go to school, that person has some right as to when he wishes to attend.

Financial aid dept. is all messed up.

Not enough help with math.

If my needs were met, I would not be in this particular situation.

I feel it is a good school and'offers a lot.

Very good had problems to begin with.

26. Did you get what you wanted from this school?

No (if not, please explain what you wanted and why you did not get it)

No but not because of the school. I wanted to finish the course.

Not enough dairy.

Wanted to learn about parts. Didn't learn much because beat around the bush too much.

I was not mature enough to handle my life.

Wasn't there long enough.

Engines, but I'm learning a little at my job and on my own.

I would like to have received my diploma, but my plans have changed.

Shorter hours.

Not enough hands on in lab.

Some things I was supposed to have learned, I was not even taught.

Because of starting late, it was impossible to get a graduation certificate.

I wasn't able to because first of all I couldn't get into the field I was talked into a course that was nothing like I was told it was.

I never got my G.E.D. and I wanted to go back next year except they wouldn't let me go in the class I wanted unless I paid on my own.

I wanted to learn and work full-time and should not be hasseled if I miss somedays if I get my homework in right away.

I wanted to graduate.

Unsure of myself and what was expected of me.

27. What could this school do to offer better services to you?

Schedule classes all in a row with no time lapse between, have teachers give work that can all be done in class if you need special equipment to do it with.

The service of enrollment and taking my money was very good but the service of returning my money after I have dropped really needs a lot of work. You have interest in the student until he is enrolled and after he is enrolled the interest is dropped.

Explain the classes better.

Have some teachers slow down so you can get a better knowledge of the class.

This school system is fine the teachers are great.

Let you take what classes you want and how long you want even if they are paying your way.

I don't have anything against this school and has served me good.

I think the school's fine I just wasn't sure of what I wanted to do at the time.

A lot.

Don't hassle students about missing, they're paying for it so they can miss as much or little as they want to as long as they keep up their work.

Cleaner bathrooms and hotter lunches-well they could build on to the school and also try and improve the classrooms.

Nothing. It is a good school. After I got in the class it was different than I thought.

Help with financial aid.

Nothing - I quit on my own - had too many pressures.

Quit letting the businesses in this town dictate the work-study benefits-why can't the students practice on the public cars, beauty needs and construction needs, seems to be pure politics to me.

Be little more closely concerned with its students.

None right now.

Better orientation presentation of the PN for better preparation before entering.

Reinstate me back in school. My grades were good, I was not a trouble maker. Kicking a person out because of attendance alone is very drastic.

Get better teachers that know what to do.

Need counselors that counsel and not play ping pong. Also fire the administration they know nothing and don't care.

Nothing.

Everything was fine. I did not attend long enough to specify what I think of the vocational school system.

Offer a course on floral designer or a florist course.

I think the school was doing its best. I did not like the math and typing courses. I have lost interest in typing and I hate math.

Nothing I can think of. I was really happy with the instruction I got.

Explain the program in more detail.

Get a class in Trowel Trades.

Offer dairy herdsmanship.

No.

If I had a counselor or coach.

Get better jobs for kids.

Teach faster on the job.

Organize classes so many classes are not spread hours apart.

Financial aid.

Let us do more in lab.

Longer lab hours.

Better financial help for people who are not under their parents wings.

Understanding the situation.

More guidance from the instructor.

Understand the handicapped and try to help them a little bit more.

Have more fields of instruction (radio, broadcasting example)

UNIVERSITY OF CALIF.
LOS ANGELES

APR 21 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

You have an excellent school here and I hate to leave. But my course "Farm Op" was too broad for me. I'll miss it and hate to leave.

I thought I should have worked more in the kitchen and less in class time.

This is supposed to be a trade school not an extension of high school. English was a 8th grader's level. Math could have been pushed into Theory I.

More financial help or advice maybe help for students on their own with little income.

When students are getting good grades I don't feel the counselors should get on your case about attendance.

Attending the school I found that it was alright if you were normal. But, for a handicapped person such as me its hard trying keep up to everyone else. I think the instructors should be trained to be able to handle handicapped people. Such as me, and be able to help us more in the field we desire.

Do you know what an education really is? Well neither do I and I've been going to school for 17 years. How can an idiot teach an idiot to be anything but an idiot? Some of the teachers however are great their students success will show you that.

I cannot think of anything that needs to be commented on.

I would like to know if this questionnare will actually help make the school a better place or will it be just filed and forgotten? I think the students should have a little more say so since they pay to be taught.

Get people who know how to teach a course and the administration is a big joke as well as the counseling. I wasted my time and money. I learned more the first week at the U.W.P. than I did all year at your so called school. Get the right administration and counselors who care about people getting an education instead of getting money and not just numbers of people to attend school. Then you will have something.

More help with housing I feel that the school would help many people in finding jobs in the future. If I at this time was interested I would find it very beneficial but I have lost interest in it.

I believe the counselors try too hard to keep one in school even if they don't want to attend further.

You should have the questions answered to more of a detail because just saying that a class is poor isn't going to improve it unless you know why it was rated poor. Also I think you should take more interest in the students because it is very obvious that you don't know what is going on, you didn't know where my file was or that I had dropped or even if I was male or female - that right there tells me how much interest you have in a student you don't even know if they are male or female just another dollar sign, their money seems to be more important.

I am not against the school or the classes. This school helped me out in many ways. I am now working for this school in an office.

The teachers shouldn't treat you like a bunch of babies! They treat you dummer than you really are.

I really enjoyed going to school there and am telling people even my brothers and sisters to go if school was there choice after out of high school.

Should have something to do for the people who could not be able to associate with the other people.

I think that some of the people who were there to teach were not as qualified as they could have been.

My father can not afford to pay my way through school. He has got three other kids and lots of bills. He has just built a garage. But the school seems to think because my father works at Deere he should pay all my way. It's not right when someone whose father own's a store can get financial aid and I can't. I would have even been willing to work for the money in work-study. But that school is too stuffy. And I am working on letting others know what injustice has been done to me and to others.

There is nothing. I think nothing else should be asked. I think vocational school was just fantastic. If I didn't have so many pressures I would have continued.

I have nothing against the school. I would recommend it to anyone.

The nursing aid course was very good and excellent instructor. It was my own decision to leave because I felt I would not be good at this type of work. Wanted employment at hospital and this was suggested to me, to gain employment. But decided it not for me.

There was a personality conflict and an instructor felt there was concern yet it wasn't resolved it was a personal thing but frustrating to me. It was the one thing I've always wanted but feel I didn't make. I gained some knowledge I'll always use.

You didn't ask us if we enjoyed attending classes at vocational-technical school. I certainly did very much.